

Section: Narratives - Assessing Impacts and Needs

LEA ARP ESSER APPLICATION

The Pennsylvania Department of Education (PDE) recognizes the extraordinary efforts made by Local Education Agencies (LEAs), schools, and educators to support students during the COVID-19 pandemic. The application below requests information from LEAs about: (1) Needs and impacts resulting from the pandemic, (2) Stakeholder engagement in the development of local plans to respond to these needs and impacts, (3) Specific elements in the LEA Plan for the Use of ARP ESSER Funds; and (4) Plans for monitoring and measuring progress. As submitted and accepted by PDE in final form, this application shall become part of the Grant Agreement for ARP ESSER funds as Appendix B. As used in this application, "the LEA" refers to the Grantee defined in the Grant Agreement.

ARP ESSER includes a significant focus on vulnerable student populations. Given these requirements, as well as PDE's own equity commitments, the LEA application includes specific fields requesting information on programs to serve student groups that have experienced disproportionate impacts from the pandemic. Student groups are inclusive of the following:

- Students from low-income families;
- Students from each racial or ethnic group (e.g., identifying disparities and focusing on underserved student groups by race or ethnicity);
- Gender (e.g., identifying disparities and focusing on underserved student groups by gender);
- English learners;
- Children with disabilities (including infants, toddlers, children, and youth with disabilities eligible under the Individuals with Disabilities Education Act [IDEA]);
- Students experiencing homelessness;
- Children and youth in foster care;
- Migrant students; and
- Other groups disproportionately impacted by the pandemic that have been identified by the LEA (e.g., youth involved in the criminal justice system, students who have missed the most in-person instruction during the 2019-2020 and 2020-2021 school years, students who did not consistently participate in remote instruction when offered during school building closures, and LGBTQ+ students).

Section I: Assessing Impacts and Needs

In this first section, LEAs are asked to describe the impact of the pandemic on their students, examine disproportionate impacts on specific student groups, and highlight the LEA's promising practices in supporting student needs since March 2020.

Indicators of Impact

1. Understanding the Impact of the COVID-19 Pandemic: Describe how the LEA has identified or will identify the extent of the impact of the COVID-19 pandemic on student learning and well-being.

Specifically, what methods (i.e., collecting and analyzing data and information from focus groups, surveys, and local assessment results) were used or will be used to identify and measure impacts in four key areas: (1) Academic impact of lost instructional time, (2) Chronic absenteeism, (3) Student engagement, and (4) Social-emotional well-being?

| | Methods Used to Understand Each Type of Impact |
|---|--|
| Academic Impact of Lost Instructional Time | On March 23, 202 the Governor ordered an emergency shut down. For two weeks there was no instruction of the students in SCSD. When the District was permitted to decide about the continuity of education, the decision was made to do enrichment and review for the remainder of the 2019-2020 SY. Upon returning to school for the 2020-2021 SY, the Continuity of Education for the students of SCSD, allowed for remote instruction. The District transitioned to remote for 37 out of the 180 days. That is approximately a 20.6% of the SY. The metric utilized to determine the learning loss time frame was the average daily attendance and the Continuity of Education Plan. |
| Chronic Absenteeism | For the 2020-2021 SY there were 97 High School Students with 15 or more days of absence. The data is compiled from the Daily Attendance Report for the High School. For the Elementary school, during the 2020-2021 SY there were 69 students that had 15 or more days of absence. The data is compiled from the Daily Attendance Report. During the 2019-2020 SY, when the shutdown occurred, there were 46 students with 15 or more days absent between the March 23rd and the end of the school year for the High School and 30 students in the Elementary School. June 4th date. |
| Student Engagement | There were 316 Course failures in the High School during the 2020-2021 SY, with 115 of these being in grades 9 through 12 and the course being a graduation requirement. During the 2019-2020 SY there were 62 course failures; in 201-2019 SY there were 34 course failures. This number of course failures is nearly double. In terms of retention, There were 19 possible retentions, for the 2019-202 SY there were 4 retentions and in 2018-2019 there was 1 retention. The data is compiled through our guidance counselors and reported for the year end report. |
| Social-emotional Well-being | Our Elementary School Guidance Counselor report for the 2019-2020 SY indicated 36 students with long term counselling services and 115 students with short term counselling sessions. During the 2020-2021 SY there were 41 students with long term counselling services and 206 students with short term counselling sessions. In addition, there were 26 additional counselling services that were not included in this number due to not being a regularly scheduled session. Student Assistance Data for both the High School and the Elementary School. There were 18 SAP referrals at the elementary level in 2019-2020 and 12 referrals for the 2020-2021 SY. |
| Other Indicators | Student grades and achievement data. Historical data for PSSA testing, Keystone TESting, Dual Enrollment data, and Advanced Placement data. |

| | Methods Used to Understand Each Type of Impact |
|--|--|
|--|--|

Documenting Disproportionate Impacts

2. Identify **at least three student** groups in the LEA that faced particularly significant impacts from the pandemic. For each, provide specific strategies that were used or will be used to identify and measure impacts.

| Student Group | Provide specific strategies that were used or will be used to identify and measure impacts |
|---|--|
| Children with disabilities (including infants, toddlers, children, and youth with disabilities eligible under the Individuals with Disabilities Education Act [IDEA]) | A school based program has been available for the summer to provide emotional and behavioral support for both the elementary school and the high school level. Transportation was provided. IEP goals, progress monitoring, grades, and chronic absent students were identified. |
| Students from low-income families | Students were offered summer school and extended school year opportunities. Title services were incorporated and enhanced to support student learning. Transportation was provided. Chronic absences and daily attendance and grades were reported. |
| Other groups disproportionately impacted by the pandemic that have been identified by the LEA (See Help Text for examples) | High School students that did not successfully meet the course requirements were provided summer opportunities for course remediation and opportunities for credit recovery. Transportation was available and provided. Grades and attendance reports were used to determine the students. |

Reflecting on Local Strategies

3. Provide the LEA's assessment of the top two or three strategies that have been most effective in supporting the needs of students, in particular specific student groups most impacted by the COVID-19 pandemic. Include at least one strategy addressing **academic needs** and at least one strategy addressing **social-emotional needs**.

| | Strategy Description |
|-------------|---|
| Strategy #1 | Focus on in person learning. Master schedule developed to support intervention times. The school based program has been enhanced to support students. Our local; partner, Victim Services, has incorporated |

| | Strategy Description |
|--|--|
| | curriculum programs to support student's study goals and habits, as well as academic growth. |

i. **Impacts that Strategy #1 best addresses:** (select all that apply)

- ☒ Academic impact of lost instructional time
- ☒ Chronic absenteeism
- ☒ Student engagement
- ☒ Social-emotional well-being
- ☐ Other impact

ii. If Other is selected above, please provide the description here:

iii. **Student group(s) that Strategy #1 most effectively supports:** (select all that apply)

- ☒ Students from low-income families
- ☒ Students from each racial or ethnic group (e.g., identifying disparities and focusing on underserved student groups by race or ethnicity)
- ☒ Gender (e.g., identifying disparities and focusing on underserved student groups by gender)
- ☒ English learners
- ☒ Children with disabilities (including infants, toddlers, children, and youth with disabilities eligible under the Individuals with Disabilities Education Act (IDEA))
- ☒ Students experiencing homelessness
- ☒ Children and youth in foster care
- ☒ Migrant students
- ☐ Other student groups: (provide description below)

iv. If Other is selected above, please provide the description here.

Reflecting on Local Strategies: Strategy #2

| | Strategy Description |
|--------------------|--|
| Strategy #2 | Programs added to support social-emotional health. Programs such as "Too Good For Drugs", "Too Good For Violence", "Bringing in the Bystander", "Safe-T", "LifeSkills" Curriculum. |

i. **Impacts that Strategy #2 best addresses:** (select all that apply)

- ☐ Academic impact of lost instructional time
- ☒ Chronic absenteeism
- ☐ Student engagement
- ☒ Social-emotional well-being
- ☒ Other impact

ii. **If Other is selected above, please provide the description here:**

Student Mental Health

iii. **Student group(s) that Strategy #2 most effectively supports:** (select all that apply)

- ☒ Students from low-income families
- ☒ Students from each racial or ethnic group (e.g., identifying disparities and focusing on underserved student groups by race or ethnicity)
- ☒ Gender (e.g., identifying disparities and focusing on underserved student groups by gender)
- ☒ English learners
- ☒ Children with disabilities (including infants, toddlers, children, and youth with disabilities eligible under the Individuals with Disabilities Education Act (IDEA))
- ☒ Students experiencing homelessness
- ☒ Children and youth in foster care
- ☒ Migrant students
- ☒ Other student groups: (provide description below)

iv. **If Other is selected above, please provide the description here.**

Reflecting on Local Strategies: Strategy #3

| | Strategy Description |
|-------------|---|
| Strategy #3 | Technology usage- 1:1 CHromebooks and programs and platforms to utilize technology for both in person and remote learning transitions. Mobile hotspots purchased and available and hot spot locations positioned throughout the county to promote student engagement and access to online learning during remote instruction. |

i. Impacts that Strategy #3 best addresses: (select all that apply)

- ☒ Academic Impact of Lost Instructional Time
- ☒ Chronic absenteeism
- ☒ Student engagement
- ☒ Social-emotional well-being
- ☒ Other impact

ii. If Other is selected above, please provide the description here:

Create equity of access for all students to the greatest extent possible in the geographically diverse school district(which is the entire county).

iii. Student group(s) that Strategy #3 most effectively supports: (select all that apply)

- ☒ Students from low-income families
- ☒ Students from each racial or ethnic group (e.g., identifying disparities and focusing on underserved student groups by race or ethnicity)
- ☒ Gender (e.g., identifying disparities and focusing on underserved student groups by gender)
- ☒ English learners
- ☒ Children with disabilities (including infants, toddlers, children, and youth with disabilities eligible under the Individuals with Disabilities Education Act (IDEA))
- ☒ Students experiencing homelessness

- ☒ **Children and youth in foster care**
- ☒ **Migrant students**
- ☒ **Other student groups: (provide description below)**

iv. If Other is selected above, please provide the description here:

Any student without the access to internet would have either a hot spot or access to a location available throughout the county.

Section: Narratives - Engaging Stakeholders in Plan Development

Section II: Engaging Stakeholders in Plan Development

In this second section, LEAs are asked to provide information on how stakeholders will be engaged in planning for the use of ARP ESSER funds, how stakeholder input will be utilized, and how the LEA will make its LEA Plan for the Use of ARP ESSER Funds transparent to the public—all critical components in developing, implementing, and adjusting plans based on the differential impacts of the COVID-19 pandemic.

4. Stakeholder Engagement

Describe how the LEA, in planning for the use of ARP ESSER funds, has engaged or will engage in meaningful consultation with stakeholders. **(3,000 characters max)**

(Stakeholders include students; families; school and district administrators (including special education administrators); teachers; principals; school leaders; other educators; school staff; and unions. In addition, to the extent that the following groups are present in or served by the LEA, stakeholders also include community partners, civil rights organizations (including disability rights organizations); stakeholders representing the interests of children with disabilities, English learners, children experiencing homelessness, children and youth in foster care, migrant students, children who are incarcerated, and other underserved students; and tribes.)

The LEA has met with the local Victim Services Agency to review the program offerings for the District. The Programming curriculum was brought to the School Board for Review and approval. The programs were discussed and approved for implementation. Parents are involved through Parent Communications sent out through the individual schools coordinated by the Principal and Guidance Counselors, as well as through the presentation at the Board meeting. Victim Services coordinates through other agencies, such as The Bradford County Drug and Alcohol Program for funding to support the programs in the District. Children and Youth are involved through various forms of communication such as face to face, phone calls, or emails. School leaders have meet with the outside agencies to coordinate the efforts, as well as meeting as administrative team to coordinate and communicate the programs. Our local juvenile probation officer has met with the administration to discuss programing as well. The Director of Student Services helps coordinate the extended school year and summer programs, as does the Federal programs liason.

5. Use of Stakeholder Input

Describe how the LEA has taken or will take stakeholder and public input into account in the development of the LEA Plan for the Use of ARP ESSER Funds. **(3,000 characters max)**

The school district works closely with the local agencies and community groups, such as the school's Parent Teacher Organization. The District works to create community engagement and involvement at the PTO meetings and to coordinate supports for the programming through the PTO as well as other funding sources, such as this grant. Parent survey's are

sent and ask for parent input for programming and student needs. Principals, teachers, and staff members work to communicate with the Parents regarding student needs. For instance, the teachers and principals reach out to the families to encourage student participation in summer school, extended school year, and tutoring opportunities. The IEP case manager and the Director of students services work with the IEP team to coordinate student supports such as extended school year, intervention supports, and summer school opportunities.

6. Public Access to LEA Plan for the Use of ARP ESSER Funds

Describe the process for development, approval, and making public the LEA Plan for the Use of ARP ESSER Funds. The LEA Plan for the Use of ARP ESSER Funds must be made publicly available on the LEA website and submitted to PDE within 90 days of LEA receipt of ARP ESSER funding, must be written in a language that parents/caregivers can understand, and must be provided in alternate format upon request by a parent/caregiver who is an individual with a disability. **(3,000 characters max)**

The LEA developed the plan through stakeholder input. The plan will be presented and discussed in a public school board meeting. The plan will be available for review on the website per the requirements for public access. We will comply with any request for an alternate format should there be a request.

Section: Narratives - Using ARP ESSER Funds to Plan for Safe, In-Person Instruction

Section III: Using ARP ESSER Funds to Plan for Safe, In-Person Instruction

In this third section, LEAs are asked to reflect on both the impacts and needs described in Section I and stakeholder engagement described in Section II to provide a description of the LEA plan for the use of ARP ESSER funds, beginning with the minimum 20 percent reservation, to address the impact of lost instructional time as required by section 2001(e)(1) of the ARP Act.

Instructions: For both (a) the 20 percent reservation to address the impact of lost instructional time and (b) remaining funds, describe the LEA's principles for emphasizing educational equity in expending ARP ESSER funds, including but not limited to:

- Responding to students' academic, social, emotional, and mental health needs, and addressing opportunity gaps that existed before—and were exacerbated by—the pandemic.
- Allocating funding to individual schools and for LEA-wide activities based on student need.
- Implementing an equitable and inclusive return to in-person instruction. An inclusive return to in-person instruction includes, but is not limited to, establishing policies and practices that avoid the over-use of exclusionary discipline measures (including in- and out-of-school suspensions) and creating a positive and supportive learning environment for all students.
- Taking steps to permit students, teachers, and other program beneficiaries to overcome barriers (including barriers based on gender, race, color, national origin, disability, and age) that impede equal access to, or participation in, the ARP ESSER-supported program, in compliance with the requirements of section 427 of GEPA (20 U.S.C. 1228a).
- Attending to sustainability of plans supported by non-recurring ARP ESSER funds beyond the ARP ESSER funding period.

7. Plan for 20 percent Reservation to Address the Impact of Lost Instructional Time (**Learning Loss**)

How will the LEA use the funds it reserves under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs? (**3,000 characters max**)

The response must include:

- a. A description of the evidence-based interventions (e.g., providing intensive or high-dosage tutoring, accelerating learning) the LEA has selected, and how the LEA will evaluate the impact of those interventions on an ongoing basis to determine effectiveness.
- b. How the evidence-based interventions will specifically address the needs of student groups most disproportionately impacted.
- c. The extent to which the LEA will use funds it reserves to identify, engage, and support (1) students who have missed the most in-person instruction during the 2019-2020 and 2020-2021 school years; and (2) students who did not consistently participate in remote instruction when offered during school building closures.

The District will utilize transportation contracts to ensure that students that would not be able to attend due to lack of transportation have access to the enhanced summer school program. Tuition costs and supervision costs will be provided by the District through the grant to support credit recovery for the supervised Junior/Senior High School. An after school tutoring program focused on learning loss caused by a student absence will be funded to mitigate student learning loss. A Samsung Chromebook lease was utilized to ensure all students have access to educational programming regardless of the method of delivery, in-person or remote learning. The District administration designed a master schedule with embedded intervention time to support student learning loss and enhance academic achievement. The schedules for both the high school and the elementary school have master schedules with embedded support times for students to receive needed intervention supports.

8. Plan for Remaining Funds *(funds not described under the question above)*

How will the LEA spend its remaining ARP ESSER funds including for each of the four fields below, as applicable? **(3,000 characters max)**

- a. Continuity of Services: How will the LEA use ARP ESSER funds to sustain services to address students' academic needs; students' and staff social, emotional, and mental health needs; and student nutrition and food services?
- b. Access to Instruction: How will the LEA use ARP ESSER funds to support the goals of increasing opportunity to learn and equity in instructional delivery? Consider regular attendance/chronic absenteeism data from the 2020-21 school year, including data disaggregated by student groups, in developing the response.
- c. Mitigation Strategies: How will the LEA use ARP ESSER funds to support prevention and mitigation policies in line with the most up-to-date guidance from the Centers for Disease Control and Prevention (CDC) for the reopening and operation of school facilities and transportation services to effectively maintain the health and safety of students, educators, and other staff? Consider the LEA's Health and Safety Plan in developing the response.
- d. Facilities Improvements: How will the LEA use ARP ESSER funds to repair and improve school facilities to reduce risk of virus transmission, address environmental health hazards, and/or improve ventilation? Consider the LEA's Health and Safety Plan in developing the response.

The LEA will utilize funds to promote credit recovery, extended school year, summer school programs, and after school tutoring. Contracted services for emotional support and school psychology services will be utilized to support student's emotional health through community agencies and partnerships. The Health and Safety Plan is designed to support student learning. In person instruction is best, as such, mitigation efforts outlined in the Health and Safety Plan support this goal of in person learning PPE was purchased and will be used throughout the school year to mitigate Covid-19 and to support in person instruction and mitigation efforts by the District's staff. A purchase of a new mathematics program with embedded support evidence-based interventions will be funded through the grant. The tool is designed with online text and built in interventions to support student learning and help to remediate learning loss. Teacher professional development was necessary to enable the teachers to effectively implement and utilize the tool to support student learning loss, academic instruction, and student learning. The program provides tools to support student

learning in person, or remote, during the transitions required due to covid-19.

9. For LEAs with one or more Comprehensive Support and Improvement (CSI) or Additional Targeted Support and Improvement (ATSI) school only

Please verify consultation of the [Evidence Resource Center](#) in developing the LEA Plan for the Use of ARP ESSER Funds and provide a justification for any intervention that is not supported by tier 1, 2, 3, or 4 evidence. If the LEA does not include a school with a CSI or ATSI designation, indicate "Not Applicable."
(3,000 characters max)

"Not Applicable"

10. 20% Reservation Calculation

Please enter your ARP ESSER total allocation amount and then click Save.

***Please ensure that your 20% (or greater) budgeted amount for Learning Loss is itemized in your Budget.**

| | ARP ESSER Allocation | Reservation Requirement | Reservation Amount (calculated on save) |
|------------------------|----------------------|-------------------------|---|
| 20 Percent Reservation | | 20% | 0 |

Section: Narratives - Monitoring and Measuring Progress

Section IV: Monitoring and Measuring Progress

In this fourth section, LEAs are asked to describe efforts to build local capacity to ensure high-quality data collection and reporting to safeguard funds for their intended purposes.

11. Capacity for Data Collection and Reporting

LEAs must continuously monitor progress and adjust strategies as needed. Describe the LEA's capacity and strategy to collect and analyze data (disaggregated by student group, where applicable), for each of the following measures:

| | Data Collection and Analysis Plan (including plan to disaggregate data) |
|--|--|
| Student learning, including academic impact of lost instructional time during the COVID-19 pandemic | Student assessment data, such as PSSA and keystone data, AP data, dual enrollemnt data, attendance data, dicipline data, SAP referrals, and crisis data are all collected and analyzed to determine student learning, learning loss, academic groth, or lack of academic growth, loss of instruction time and the compilation of all of these facts and data to determine the status of both student learning, or loss of learning, as well as student social and emotional health as a result of lost learning time. |
| Opportunity to learn measures (see help text) | Students are provided access to technology by being part of a 1:1 Samsung Chromebook. Students are provided trainig in the classroom through the teachers on Google Classroom and suuported through in class training on synchronus and asynchronus remote and classroom instruction. The students are educated on the various tools utilized for each classroom. Intervention and after school tutoring times are provided to support student learning. |
| Jobs created and retained (by number of FTEs and position type) (see help text) | |
| Participation in programs funded by ARP ESSER resources (e.g., summer and afterschool programs) | The District continuouly monitors and tracks students involved in the after school tutoring and the intervention time periods though attendance measures. The use of the intervention time periods to catch students up and provide remediation and intervention is documented through progress monitoring or in the high school, sign in /out sheets to track student accountability. Grading and reporting are part of the ongoing monitoring process. Student progress reports inform teachers and administration of student needs. |

Section: Narratives - ARP ESSER Assurances

ARP ESSER Fund Assurances

Please complete each of the following assurances prior to plan submission:



The LEA will implement appropriate fiscal monitoring of and internal controls for the ARP ESSER funds (e.g., by updating the LEA's plan for monitoring funds and internal controls under the CARES and CRRSA Acts; addressing potential sources of waste, fraud, and abuse; conducting random audits; or other tools).



The LEA will complete quarterly Federal Financial Accountability Transparency Act (FFATA) reports and comply with all PDE reporting requirements, including on matters such as:

- How the LEA is developing strategies and implementing public health protocols including, to the greatest extent practicable, policies and plans in line with the CDC guidance related to mitigating COVID-19 in schools;
- Overall plans and policies related to LEA support for return to in-person instruction and maximizing in-person instruction time, including how funds will support a return to and maximize in-person instruction time, and advance equity and inclusivity in participation in in-person instruction;
- Data on each LEA's and school's mode of instruction (fully in-person, hybrid, and fully remote) and conditions;
- LEA uses of funds to meet students' social, emotional, and academic needs, including through summer enrichment programming and other evidence-based interventions, and how they advance equity for underserved students;
- LEA uses of funds to sustain and support access to LEA-supported early childhood education programs;
- Impacts and outcomes (disaggregated by student subgroup) through use of ARP ESSER funding (e.g., quantitative and qualitative results of ARP ESSER funding, including on personnel, student learning, and budgeting at the school and district level);
- Student data (disaggregated by student subgroup) related to how the COVID-19 pandemic has affected instruction and learning;
- Requirements under the FFATA; and
- Additional reporting requirements as may be necessary to ensure accountability and transparency of ARP ESSER fund use.



The LEA will cooperate with any examination of records with respect to such funds by making

records available for inspection, production, and examination, and authorized individuals available for interview and examination, upon the request of: (a) the United States Department of Education and/or its Inspector General; (b) any other federal agency, commission, or department in the lawful exercise of its jurisdiction and authority; (c) the Pennsylvania Department of Education; and/or (d) the Pennsylvania Auditor General, Pennsylvania Inspector General, or any other state agency.



Records pertaining to ARP ESSER Funds, including financial records related to the use of grant funds, will be tracked and retained separately from those records related to the LEA's use of other Federal funds, including ESSER I and ESSER II Funds.



The LEA will maintain inventory records, purchase orders and receipts for equipment (over \$5,000) purchased, all computing devices, and special purpose equipment (\$300 - \$4,999), and will conduct a physical inventory every two years. Please note: inventory of equipment purchased with federal funds must be broken out by funding source.



Any LEA receiving funding under this program will have on file with the SEA a set of assurances that meets the requirements of section 442 of the General Education Provisions Act (GEPA) (20 U.S.C. 1232e).



The LEA will conduct its operations so that no person shall be excluded from participation in, be denied the benefits of, or be subject to discrimination under the ARP ESSER program or activity based on race; color; national origin, which includes a person's limited English proficiency or English learner status and a person's actual or perceived shared ancestry or ethnic characteristics; sex; age; or disability. These non-discrimination obligations arise under Federal civil rights laws, including but not limited to Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments Act of 1972, section 504 of the Rehabilitation Act of 1973, and the Age Discrimination Act of 1975. In addition, the LEA must comply with all regulations, guidelines, and standards issued by the United States Department of Education under any of these statutes.



The LEA will comply with all ARP Act and other ARP ESSER requirements, including but not limited to complying with the maintenance of equity provisions in section 2004(c) of the ARP

Act. Under Maintenance of Equity, per-pupil funding from state and local sources and staffing levels for *high poverty schools* may not be decreased by an amount that exceeds LEA-wide reductions in per-pupil funding and staffing levels for *all schools* served by the LEA¹. High poverty schools are the 25 percent of schools serving the highest percent of economically disadvantaged students in the LEA as measured by information LEAs submitted in PIMS that includes individual student data and identifying if the student meets economically disadvantaged criteria. This data is used to calculate school poverty percentages . Note: An LEA is exempt from the Maintenance of Equity requirement if the LEA has a total enrollment of fewer than 1,000 students, operates a single school, serves all students in each grade span in a single school, or demonstrates an exceptional or uncontrollable circumstance, as determined by the United States Secretary of Education.

¹Calculations for Maintenance of Equity: Per Pupil Funding from combined State and local funding = Total LEA funding from combined State and local funding for all schools served by the LEA in the given fiscal year, divided by the number of children enrolled in all schools served by the LEA in the given fiscal year. Full time equivalent staff = Total full-time equivalent staff in all schools served by the LEA in the given fiscal year, divided by the number of children enrolled in all schools served by the LEA in the given fiscal year. These calculations should be completed for all schools in the LEA as well as for high poverty schools in the LEA for FY 2021-22 and 2022-23. Reductions must not be greater for high poverty schools than for all schools in the LEA.



The LEA will implement evidence-based interventions, as required by section 2001(e)(1) of the ARP Act.



The LEA will address the disproportionate impact of the COVID-19 pandemic on underserved students (i.e., students from low-income families, students from underserved racial or ethnic groups and gender groups, English learners, children with disabilities, students experiencing homelessness, children and youth in foster care, migrant students, and other groups disproportionately impacted by the pandemic that have been identified by the LEA) as required by section 2001(e)(1) of the ARP Act.



The LEA will develop and make publicly available a Plan for the Safe Return to In-Person Instruction and Continuity of Services, hereinafter referred to as the LEA Health and Safety Plan, that complies with section 2001(i) of the ARP Act. The plan will be submitted to PDE, in a manner and form determined by PDE, no later than July 30, 2021.



The LEA's Health and Safety Plan will include (1) how the LEA will, to the greatest extent practicable, support prevention and mitigation policies in line with the most up-to-date guidance from the CDC for the reopening and operation of school facilities to effectively maintain the health and safety of students, educators, and other staff; (2) how the LEA will ensure continuity of services, including but not limited to services to address the students' academic needs, and students' and staff members' social, emotional, mental health, and other needs, which may include student health and food services; (3) how the LEA will maintain the health and safety of students, educators, and other staff and the extent to which it has adopted policies, and a description of any such policy on each of the following safety recommendations established by the CDC: (a) universal and correct wearing of masks; (b) modifying facilities to allow for physical distancing (e.g., use of cohorts/podding); (c) handwashing and respiratory etiquette; (d) cleaning and maintaining healthy facilities, including improving ventilation; (e) contact tracing in combination with isolation and quarantine, in collaboration with the State and local health departments; (f) diagnostic and screening testing; (g) efforts to provide vaccinations to school communities; (h) appropriate accommodations for children with disabilities with respect to health and safety policies; and (i) coordination with state and local health officials.



The LEA will review its Health and Safety Plan at least every six months during the duration of the ARP ESSER grant period and make revisions as appropriate. When determining whether revisions are necessary, the LEA will take into consideration significant changes to CDC guidance on reopening schools and will seek public input and take public input into account.



The LEA's Health and Safety Plan will be made publicly available on the LEA website and must be written in a language that parents/caregivers can understand or be orally translated for parent/caregivers and must be provided in alternate format upon request by a parent/caregiver who is an individual with a disability.



The LEA will provide to PDE: (1) the URL(s) where the public can readily find data on school operating status; and (2) the URL(s) for the LEA websites where the public can find the LEA's Health and Safety plan as required under section 2001(i) of the ARP Act; and the LEA Plan for the Use of ARP ESSER Funds.

Section: Narratives - LEA Health and Safety Plan Upload

LEA HEALTH AND SAFETY PLAN

Please upload your LEA Health and Safety Plan below, and check the assurance indicating that you have completed your upload. Please name the file using your LEA name followed by Health and Safety Plan. example: "**LEA Name-Health and Safety Plan**"



CHECK HERE - to assure that you have successfully uploaded your LEA Health and Safety Plan.

Section: Budget - Instruction Expenditures

BUDGET OVERVIEW

Budget

\$1,013,136.00

Allocation

\$1,013,136.00

Budget Over(Under) Allocation

\$0.00

INSTRUCTION EXPENDITURES

| Function | Object | Amount | Description |
|--|--------------------------------|--------------|--|
| 1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY | 200 - Benefits | \$700,000.00 | Payroll Health Benefit expense to ensure the continuity of the District's operation and services by maintaining our Instructional Staff. |
| 1400 - Other Instructional Programs – Elementary / Secondary | 100 - Salaries | \$19,500.00 | Payroll expense to provide an enhanced summer school program to address the COVID-19 effects of learning loss and skills recovery for elementary students. |
| 1400 - Other Instructional Programs – Elementary / Secondary | 500 - Other Purchased Services | \$22,000.00 | Transportation contract expense providing services for the enhanced Summer School Program. |
| 1400 - Other | | | Tuition expense to provide in-school teacher supervised credit and skills |

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| Function | Object | Amount | Description |
|---|-----------------------------------|--------------|--|
| Instructional Programs – Elementary / Secondary | 500 - Other Purchased Services | \$7,000.00 | recovery addressing the COVID-19 effects on learning for the Junior and Senior High Summer School Program. |
| 1000 - Instruction | 100 - Salaries | \$7,000.00 | Payroll expense to conduct an after- school tutoring program focusing on learning loss caused by student absenteeism due to COVID-19 quarantine requirements. |
| 1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY | 600 - Supplies | \$100,000.00 | Samsung Chromebook lease to ensure all students have access to the Districts educational programming regardless of the method of delivery. This technology will support the District's Google Classroom initiative and allow for synchronous and asynchronous remote and classroom instruction. |
| 1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY | 600 - Supplies | \$57,636.00 | Purchase of new Elementary Math series and online text and educational programs to support evidence-based interventions. |
| | | | |

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| Function | Object | Amount | Description |
|--|---|-----------------------|---|
| 1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY | 300 - Purchased Professional and Technical Services | \$10,000.00 | Professional development for instructional staff. |
| 1200 - SPECIAL PROGRAMS – ELEMENTARY / SECONDARY | 300 - Purchased Professional and Technical Services | \$90,000.00 | Contracted emotional support and school psychology services to support student social and emotional needs |
| | | \$1,013,136.00 | |

Section: Budget - Support and Non-Instructional Expenditures

BUDGET OVERVIEW

Budget

\$1,013,136.00

Allocation

\$1,013,136.00

Budget Over(Under) Allocation

\$0.00

NON-INSTRUCTIONAL EXPENDITURES

| Function | Object | Amount | Description |
|----------|--------|--------|-------------|
| | | \$ | |
| | | \$0.00 | |

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Section: Budget - Budget Summary

BUDGET SUMMARY

| | 100 Salaries | 200 Benefits | 300 Purchased Professional and Technical Services | 400 Purchased Property Services | 500 Other Purchased Services | 600 Supplies 800 Dues and Fees | 700 Property | Totals |
|--|-----------------|-----------------|--|--|------------------------------------|---|-----------------|--------------|
| 1000 Instruction | \$7,000.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$7,000.00 |
| 1100 REGULAR PROGRAMS – ELEMENTARY / SECONDARY | \$0.00 | \$700,000.00 | \$10,000.00 | \$0.00 | \$0.00 | \$157,636.00 | \$0.00 | \$867,636.00 |
| 1200 SPECIAL PROGRAMS – ELEMENTARY / SECONDARY | \$0.00 | \$0.00 | \$90,000.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$90,000.00 |
| 1300 CAREER AND TECHNICAL EDUCATION | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| 1400 Other Instructional Programs – Elementary / Secondary | \$19,500.00 | \$0.00 | \$0.00 | \$0.00 | \$29,000.00 | \$0.00 | \$0.00 | \$48,500.00 |
| 1600 * ADULT EDUCATION PROGRAMS | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| 1700 Higher Education Programs | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| 1800 Pre-K | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| 2000 SUPPORT SERVICES | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| 2100 SUPPORT SERVICES – STUDENTS | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| 2200 Staff Support | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 |

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| | 100 Salaries | 200 Benefits | 300 Purchased Professional and Technical Services | 400 Purchased Property Services | 500 Other Purchased Services | 600 Supplies 800 Dues and Fees | 700 Property | Totals |
|---|-----------------|-----------------|--|--|------------------------------------|---|-----------------|--------|
| Services | | | | | | | | |
| 2300 SUPPORT SERVICES – ADMINISTRATION | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| 2400 Health Support Services | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| 2500 Business Support Services | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| 2600 Operation and Maintenance | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| 2700 Student Transportation | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| 2800 Central Support Services | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| 3000 OPERATION OF NON- INSTRUCTIONAL SERVICES | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| 3100 Food Services | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| 3200 Student Activities | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| 3300 Community Services | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| 4000 FACILITIES ACQUISITION, CONSTRUCTION AND IMPROVEMENT SERVICES | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 |

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| | 100 Salaries | 200 Benefits | 300 Purchased Professional and Technical Services | 400 Purchased Property Services | 500 Other Purchased Services | 600 Supplies 800 Dues and Fees | 700 Property | Totals |
|--|-----------------|-----------------|--|---|------------------------------------|---|-----------------|----------------------|
| | \$26,500.00 | \$700,000.00 | \$100,000.00 | \$0.00 | \$29,000.00 | \$157,636.00 | \$0.00 | \$1,013,136.00 |
| | | | | Approved Indirect Cost/Operational Rate: 0.0000 | | | | \$0.00 |
| | | | | | | | | Final \$1,013,136.00 |